



Title III State Advisory Committee Meeting

January 22, 2014
4:00PM – 6:30PM



Office of the State Superintendent of Education

ESEA Title III, Part A:
English Language Acquisition,
Language Enhancement,
and Academic Achievement Act



Purpose

The TSAC shall provide feedback and expertise to:

- (a) identify strengths and most salient needs and concerns of the children who are limited English proficient (LEPs), including immigrant students, in the district;
- (b) analyze strengths and gaps in existing public policy, regulations, guidelines, and technical assistance pertinent to Title III-related services; and
- (c) develop comprehensive educational program, administration, and accountability guidelines to support local education agencies (LEA) in ensuring that immigrant children and LEPs attain English proficiency and meet the State academic achievement standards.

[TSAC Bylaws, Article II, Section 1]

Sample of previous Committee project: [OSSE Title III Resource Guide](#)

Agenda



4:00 PM to 4:30 PM

4:30 PM to 4:40 PM

4:40 PM to 5:05 PM

5:05 PM to 5:35 PM

5:35 PM to 5:45 PM

5:45 PM to 6:05 PM

6:05 PM to 6:25 PM


6:25 PM to 6:30 PM

Overview

Election of Advisory
Committee OfficersReview of Relevant Federal
RegulationsUniform Per Student
Funding Formula*Break*Significant Increase in
Immigrant Student Enrollment

Upcoming Meeting

Housekeeping



**ESEA Title III: Language Instruction
for Limited English Proficient and Immigrant Students**
Elementary and Secondary Division
Office of the State Superintendent of Education (OSSE)
Government of the District of Columbia

Title III State Advisory Committee Overview
The OSSE is facilitating a series of convening sessions on ESEA Title III and other related federal and local policies, regulations, and guidelines with Title III State Advisory Committee to obtain feedback and expertise in (a) identifying strengths and most salient needs and concerns of the children who are limited English proficient (LEP), including immigrant students, in the district; (b) analyzing strengths and gaps in existing public policy, regulations, guidelines, and technical assistance pertinent to Title III-related services; and (c) developing comprehensive educational program, administration, and accountability guidelines to support local education agencies (LEA) in ensuring that immigrant children and LEPs attain English proficiency and meet the State academic achievement standards.

Advisory Committee

Ann Weaver
Chief, Division
Bilingual/Second Language Program
The George Washington University (GWU)

Alicia Quiroz-Villalpando
Chief of Staff
Office of the Deputy Mayor for Policy
Executive Office of the Mayor
Government of the District of Columbia

Christine Blake
DE, Teacher
Language Education Services
DC Public Schools

Debra Marshall
DE, Instructional Coach
Community Academy PCS

Ellie Garcia
Director
Language Acquisition Division
DC Public Schools

Flora Lashman
DE, Teacher
H.S. Cooke Elementary School

Julia Segura
Executive Director, Non-Public Schools &
Professional Relations
HSD, Information Technology

Kathleen Marshall
Legal Advisor
DC Public Charter School Board

Lisa Mahaly
Assistant Principal
Sacred Heart School

Lisa Santilli
Assistant Teacher
DC Prep Academy PCS

Maria del Rosario Ramirez
Special Director
The Mid-Atlantic Boys Center

Hogan Smith
Assistant Director of Language Acquisition
Center City Public Charter Schools

Natalie O'Quinn
Council
Educational Opportunities Policy Services
Department for Social Policy Studies

Steering Committee

Allyson Wang
Acting Secretary
OSSE, Government of the District of
Columbia

Renee Schiller
State Title III Specialist
OSSE, Government of the District of
Columbia

Michelle Kline-Taggart
Assistant Secretary
OSSE, Government of the District of
Columbia

Agenda

Wednesday, January 22, 4:00 – 6:30PM
at OSSE, 810 First Street, NE, 3rd Floor, NE, Washington, DC 20002 ([map here](#))
Public Parking Information ([link](#))

<p>4:00 PM to 4:30 PM</p> <p>4:30 PM to 4:40 PM</p> <p>4:40 PM to 5:05 PM</p> <p>5:05 PM to 5:35 PM</p> <p>5:35 PM to 5:45 PM</p> <p>5:45 PM to 6:05 PM</p> <p>6:05 PM to 6:25 PM</p> <p>6:25 PM to 6:30 PM</p>	<p>Overview Purpose of the Advisory Committee Review of Agenda Introductions Norms and Expectations</p> <p>Election of Advisory Committee Officers Chair, Vice Chair, Secretary</p> <p>Review of Relevant Federal Regulations OSSE Title IIIA Facts and Figures: Office of Teaching and Learning • ESEA Flexibility Waiver, Principle 1 • ESEA Flexibility Waiver, Principle 3 Office of Accountability, Performance, & Support • ESEA Flexibility Waiver, Principle 2</p> <p>Uniform Per Student Funding Formula Overview Presentation Committee Discussion</p> <p>Break</p> <p>Significant Increase in Immigrant Student Enrollment Overview of the 3114(d) Grant Committee Discussion</p> <p>Upcoming Meeting Topic of Interest Discussion</p> <p>Housekeeping Feedback and Evaluation Next meeting: Wednesday, March 19</p>
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Introductions



Amy Mazur

(Ret) Director

Bilingual Special Education Program
The George Washington University-
GSEHD

Ariana Quiñones-Miranda

Chief of Staff

Office of the Deputy Mayor for H&HS
Executive Office of the Mayor
Government of the District of Columbia

Christina Sfekas

ESL Teacher

Takoma Education Campus
DC Public Schools

Deena Marshall

ESL Instructional Coach
Community Academy PCS

Elba Garcia

Director

Language Acquisition Division
DC Public Schools

Flora Lerenman

ESL Teacher

H.D. Cooke Elementary School

John Segota

Executive Director for Public Policy &
Professional Relations
TESOL International Association

Katrina Homel

Legal Fellow

DC Public Charter School Board

Lisa Tabaku

Assistant Principal

Bancroft Elementary School

Lisa Sambat

Preschool Teacher

DC Prep Academy PCS

Maria del Rosario Bastera

Deputy Director

The Mid-Atlantic Equity Center

Megan Sands

Associate Director of Language Acquisition
Center City Public Charter Schools

Natasha Quiroga

Counsel

Educational Opportunities Project Lawyers'
Committee for Civil Rights Under Law

Steering Committee

Albery Melo

ELD Standards Specialist

OSSE, Government of the District of
Columbia

Bryan Sebobo

State Title III Specialist

OSSE, Government of the District of
Columbia

Michelle Blakey-Tuggle

Assessment Specialist

OSSE, Government of the District of
Columbia

Bylaws



ESEA Title III: Language Instruction for Limited English Proficient and Immigrant Students

Elementary and Secondary Division
Office of the State Superintendent of Education
Government of the District of Columbia

TITLE III STATE ADVISORY COMMITTEE BYLAWS

These Bylaws are applicable within the authorization established by the DC Office of the State Superintendent of Education (OSSE) and Title III of the Elementary and Secondary Education Act of 1965 as amended 2001 (Public Law 107-110) and will be in force under subsequent Title III re-authorizations unless specifically disbanded or deleted by statute.

ARTICLE I Name

Section 1: The name of the Committee is the **Title III State Advisory Committee**, hereinafter referred to as the TSAC.

ARTICLE II Purpose

Section 1: TSAC is a body authorized by the DC Office of the State Superintendent of Education (OSSE) and Title III under the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), Public Law 107-110, Section 1903(b). The TSAC shall provide feedback and expertise to:

- (a) identify strengths and most salient needs and concerns of the children who are limited English proficient (LEPs), including immigrant students, in the district;
- (b) analyze strengths and gaps in existing public policy, regulations, guidelines, and technical assistance pertinent to Title III-related services; and
- (c) develop comprehensive educational program, administration, and accountability guidelines to support local education agencies (LEA) in ensuring that immigrant children and LEPs attain English proficiency and meet the State academic achievement standards.

Election of Officers

Chair

Megan Sands

Associate Director of
Language Acquisition
Center City PCS

Vice Chair

Elba Garcia

Director
Language Acquisition
Division
DC Public Schools

Secretary

Katrina Homel

Legal Fellow
DC Public Charter School
Board

Relevant Federal Regulations

4:00 PM to 4:30 PM	Overview
4:30 PM to 4:40 PM	Election of Advisory Committee Officers
4:40 PM to 5:05 PM	Review of Relevant Federal Regulations
5:05 PM to 5:35 PM	Uniform Per Student Funding Formula
5:35 PM to 5:45 PM	<i>Break</i>
5:45 PM to 6:05 PM	Significant Increase in Immigrant Student Enrollment
6:05 PM to 6:25 PM	Upcoming Meeting
6:25 PM to 6:30 PM	Housekeeping

- **OSSE Title IIIA Facts and Figures**
- **Office of Teaching and Learning**
 - *ESEA Flexibility Waiver, Principle 1*
 - *ESEA Flexibility Waiver, Principle 3*
- **Office of Accountability, Performance, & Support**
 - *ESEA Flexibility Waiver, Principle 2*

Overview



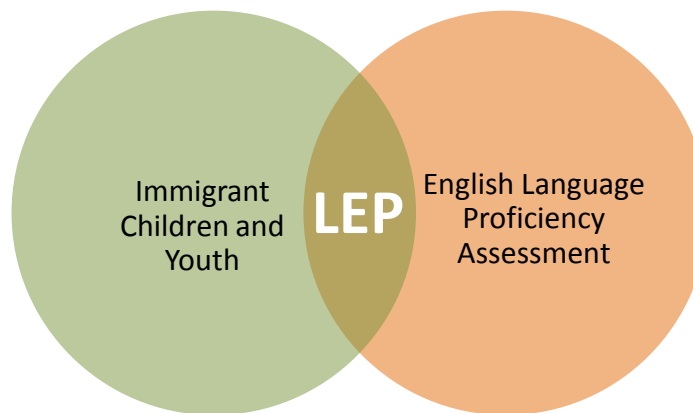
Title IIIA Facts and Figures

- Understanding ESEA Title III, Part A
 - *What is Title III, Part A?*
 - *What are its purposes ?*
 - *What subgrants are available through Title III?*
- Accessing Subgrants
 - *What is a Title III Consortium?*
 - *How can Title III funds be used to support LEA activities?*
 - *What is “supplement not supplant” provision?*
- Complying with Programmatic and Fiscal Responsibilities
 - *What is Annual Measurable Achievement Objective (AMAO)?*
 - *What are members’ responsibilities to the consortium?*
 - *What are the Fiscal Agent Responsibilities?*

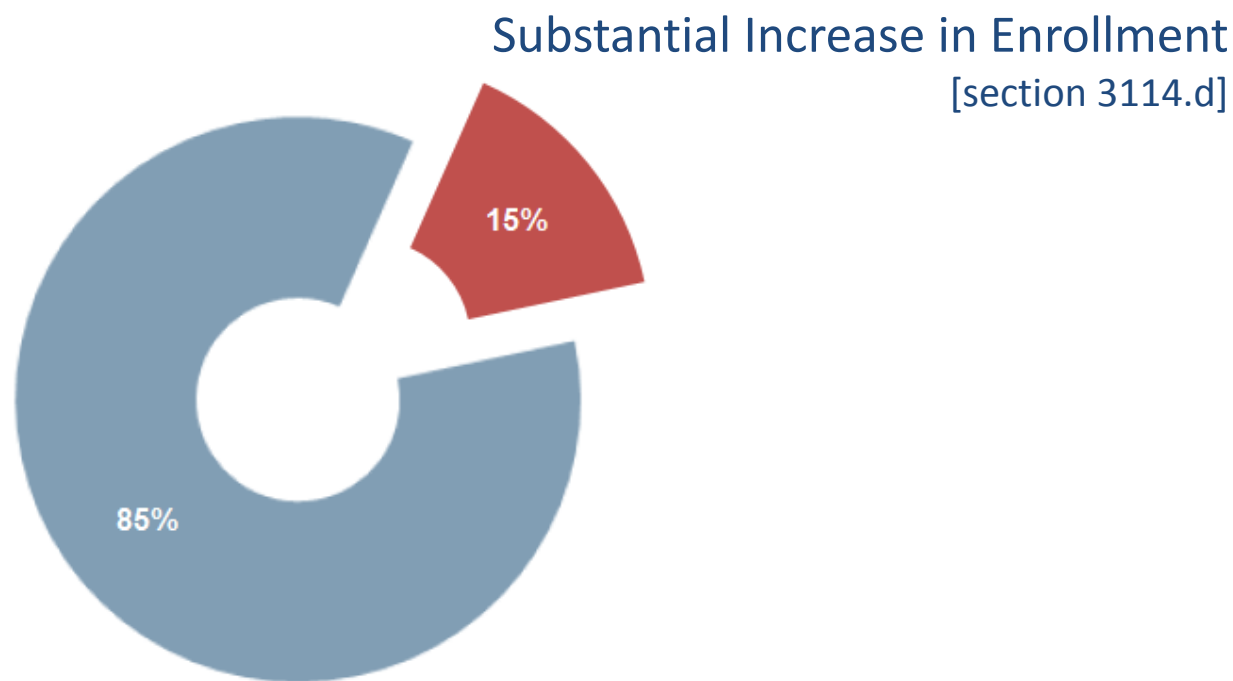
What are its purposes?

To help ensure that Limited English Proficient (LEP) children, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet

[Section 3102]



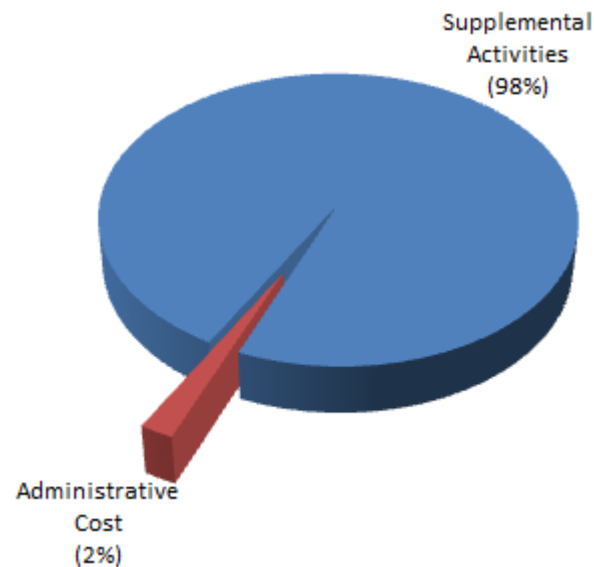
What subgrants are available through Title III?



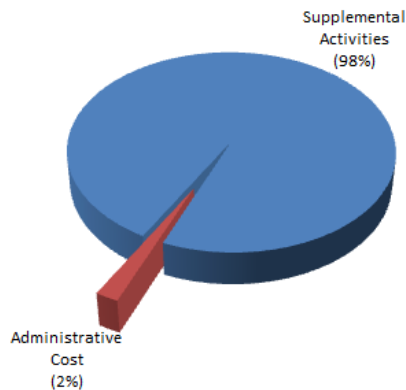
Per Pupil Allocation Formula
[section 3114.a]

How can Title III funds be used to support LEA activities?

LEA Allowable Expenditures



How can Title III funds be used to support LEA activities?



Required Activities

- High-quality language instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the program in increasing:
 - a. English proficiency; and
 - b. student academic achievement
- High-quality professional development

[section 3115.c]

What subgrants are available through Title III?

Use of Funds

Title III, Part A funds must be used to supplement the level of *Federal, State, and local* public funds that, in the absence of such availability, would have been expended for programs for LEP children and immigrant children and youth, and in no case to supplant such *Federal, State, and local* funds.

What is “supplement not supplant” provision?

Supplement
“an addition”

Supplant
“to take the place of”

1. After school tutoring for ELs
2. Buying a Math book to replace what an EL lost

3. Procuring an additional chair for a new immigrant student
4. Hiring a new ESL teacher for an English resource/pull-out class

What are Annual Measurable Achievement Objectives?

DC AMAOs

AMAO 1: Progress

Set target for annual increases in percentage of students making progress in learning English

AMAO 2: Proficiency

Set target for annual increases in percentage of students attaining English language proficiency

AMAO 3: AMO

Set target for Annual Measurable Objective (AMO) per DC ESEA Flexibility Waiver

[section 3122.a]

What are Annual Measurable Achievement Objectives?

DC AMAOs

	2012-13	2013-14	2014-15	2015-16	2016-17
AMAO 1	61	62	63	64	65
AMAO 2	16	17	18	19	20
AMAO 3	<i>Varies depends on LEA's AMO subgroup targets per DC ESEA Flexibility Waiver</i>				

What is LEA required to do if it fails to meet AMAO?

AMAO Accountability Provision

- After 2 consecutive years of not meeting targets:
 - entity develops improvement plan
 - receives technical support from the state
- After 4 consecutive years of not meeting targets:
 - entity required to modify curriculum, program or method of instruction
 - Funding determination made
 - Educational personnel relevant to failure to meet AMAOs replaced

[section 3122.b]

Diversity in DC

IMMIGRATION STATE-BY-STATE

New Americans in Washington, D.C.



13.5% of Washingtonians are foreign born

13.1% are Latino or Asian



37.8% of immigrants in the state are naturalized U.S. citizens

10.5% of registered voters are New Americans



86.6% of children with immigrant parents are U.S. citizens

90.8% of children with immigrant parents are English proficient



84.8% of naturalized citizens have a high school diploma or higher

8,419 foreign students contribute **\$301.9 M** to the state's economy



Make up **16.8%** of the workforce.

6.1% of the workforce is unauthorized.



DID YOU KNOW?

Washington, D.C. would lose **\$1.1 billion** in economic activity and about **5,400 jobs** if all unauthorized immigrants were removed.

Latino-owned businesses had sales and receipts of **\$975 million** and employed **7,201** people

Asian-owned businesses had sales and receipts of **\$1.8 billion** and employed **11,998** people

The purchasing power of Latinos is **\$2.6 billion**. Asian buying power totaled **\$1.9 billion**.

[Read more at ImmigrationPolicy.org](http://www.immigrationpolicy.org)

- **1 in 8** Washingtonians are Latino or Asian.
- **Immigrants** and their children are growing shares of Washington, D.C.'s population and **electorate**.
- Latino and Asian entrepreneurs and consumers **add billions of dollars and tens of thousands of jobs** to Washington, D.C.'s economy.

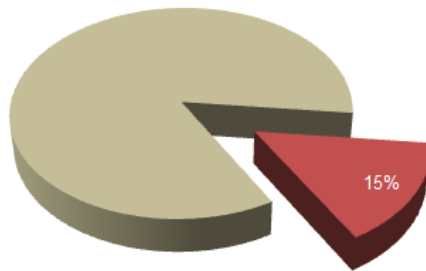
Diversity in the Classroom

What?

So, what?

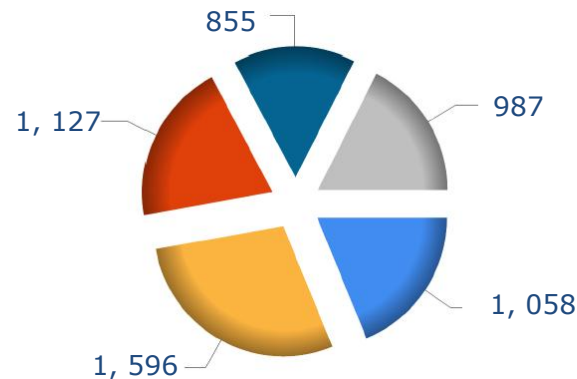
Then, what?

ELL Students in DC



Source:
*Friends of Choice in Urban Schools (FOCUS),
English Language Learner Compliance 101*

Cluster Distribution



ACCESS Clusters

■ K ■ 1-2 ■ 3-5 ■ 6-8 ■ 9-12

Source:
*World-Class Instructional Design
and Assessment (WIDA)*

- There are about 9,000 or 15% LCD students in DC
- The students represent over 130 countries
- Wards 1 and 4 have the highest percentage of LEP student residents, but all wards have some LEP students represented

English Language Proficiency

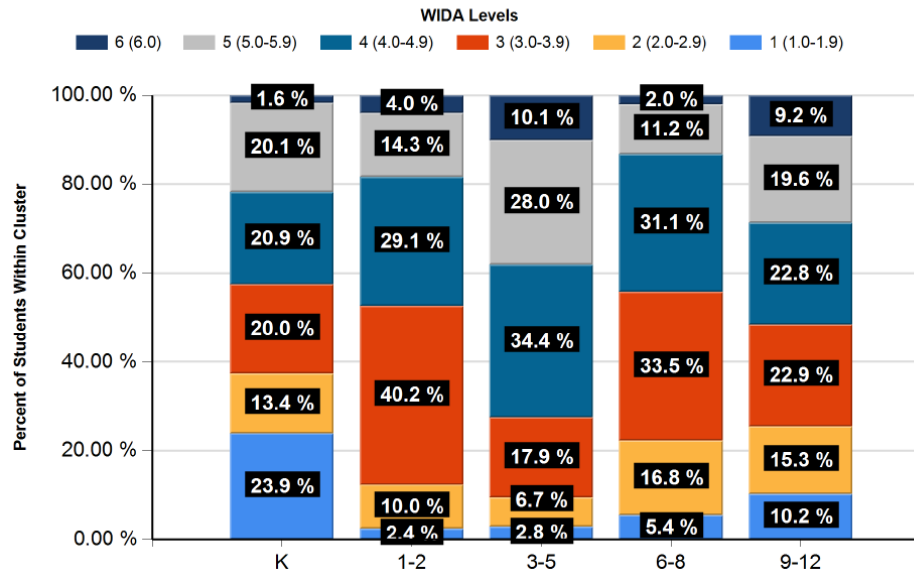
What?

So, what?

Then, what?

Language Proficiency

WIDA Level Distribution for ACCESS Clusters



78.96%

ELLs who are Non-English Proficient (NEP) or Limited English Proficient (LEP)

Source:
World-Class Instructional
Design and Assessment
(WIDA)

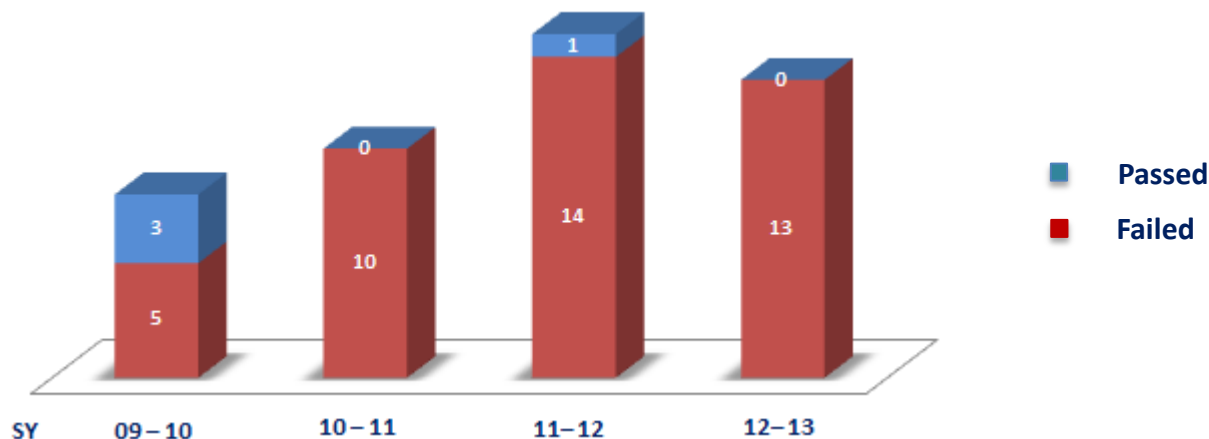
LEA AMAO Performance

What?

So, what?

Then, what?

LEA AMAO Performance



13

LEAs that failed AMAO in
2010 -2011 school year

Contributory factors:

- Identification
- Placement
- Services

Source: Office of Assessment, OSSE

OSSE ELL-Related Services

What?

So, what?

Then, what?

Technical Assistance



FFY 2011
2 GM&A



FFY 2012
13 GM&A



FFY 2013
20 GM&A

Legends:

GM&A: Grants Management & Assessment

TAL&A: Teaching and Learning and Assessment

OSSE ELL-Related Services

What?

So, what?

Then, what?

Programmatic Support



FFY 2011
0 GM&A



FFY 2012
9 GM&A



FFY 2013
14 GM&A

3.82/4.0

Average
satisfaction rating

583

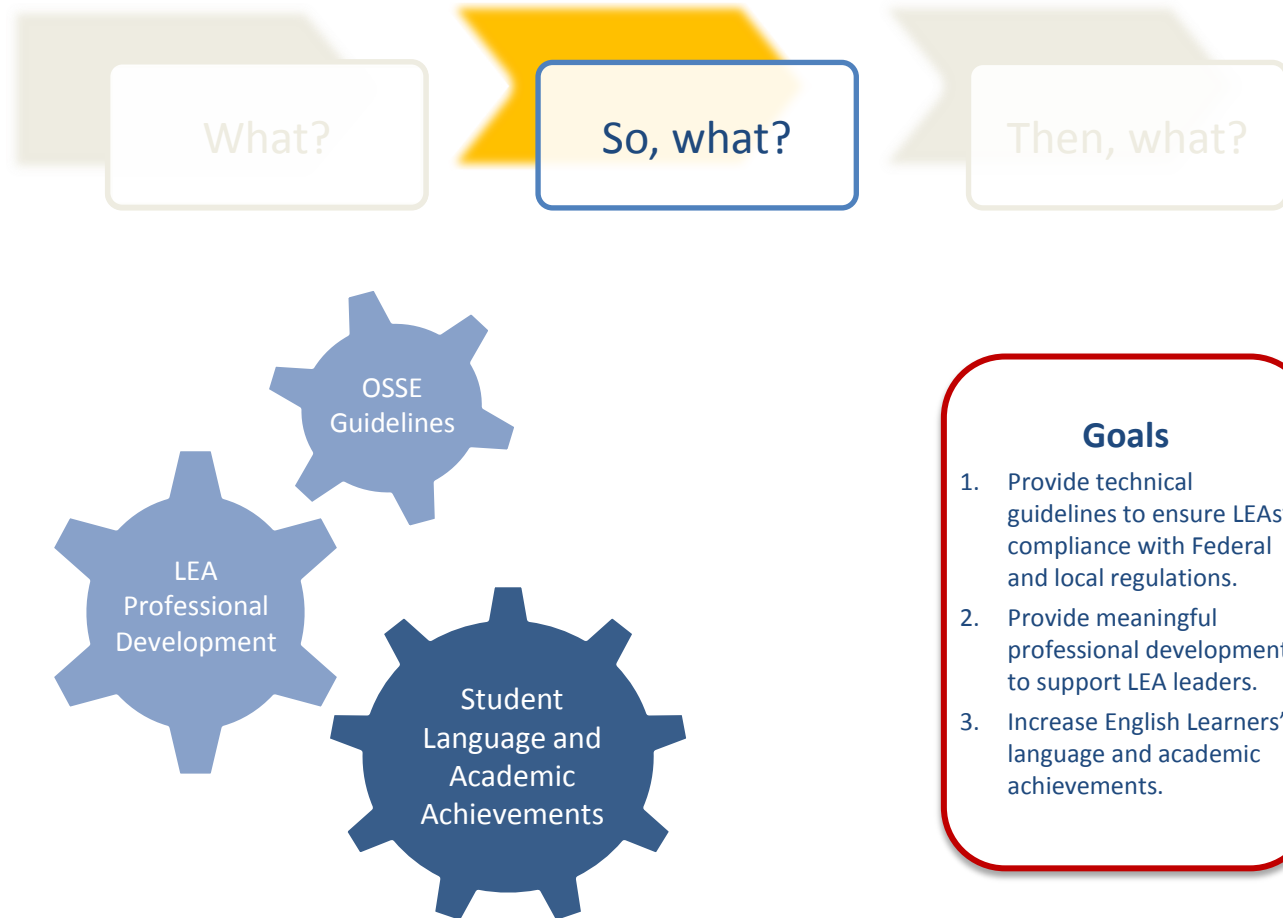
Participants
benefitted from
programmatic
support

Legends:

GM&A: Grants Management & Assessment

TAL&A: Teaching and Learning and Assessment

Overarching Goals



TAs and PDs

What?

So, what?

Then, what?

Overarching PD Principles:

(a) Needs-based

(b) Job-embedded

(c) Formative

Formative
NA Drives TA
Webinar

Needs-Based
Self-Assessment
Report

Formative
Drives the On-
Site Review

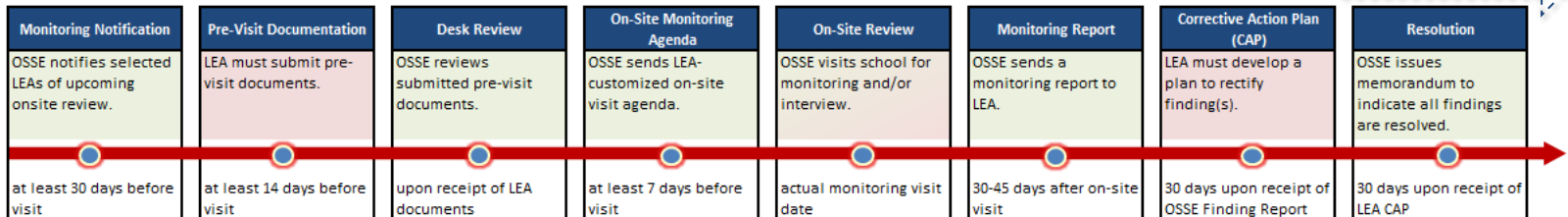
Job-embedded
Collects
Authentic Data

Formative
Drives the
CAP

Formative, JE
Differentiated
LEA-driven PD

Needs Assessment

Technical Assistance



Local Educational Agency

			<i>*Consensus Review</i>			<i>**Due Date</i>	<i>***tentative</i>	<i>****varies</i>
Community Academy Public Chart	January 4, 2013	January 23, 2013	February 05, 2013; 9-12pm	February 6, 2013	February 11, 2013	March 27, 2013	April 26, 2013	tbd
Center City Public Charter School	January 4, 2013	January 30, 2013	February 05, 2013; 9-12pm	February 7, 2013	February 14, 2013	March 30, 2013	April 29, 2013	tbd
Elsie Whitlow Stokes Public Charter School	January 4, 2013	February 8, 2013	February 15, 2013; 9-11am	February 15, 2013	February 22, 2013	April 7, 2013	May 7, 2013	tbd
DC Bilingual Public Charter School	January 4, 2013	February 12, 2013	February 18, 2013; 9-11am	March 26, 2013	March 26, 2013	May 9, 2013	June 8, 2013	tbd
District of Columbia Public Schools	January 4, 2013	February 22, 2013	February 25, 2013; 9-11am	March 1, 2013	March 8, 2013	April 21, 2013	May 21, 2013	tbd
Cesar Chavez Public Charter School	January 4, 2013	February 26, 2013	March 4, 2013; 9-11am	March 5, 2013	March 12, 2013	April 25, 2013	May 25, 2013	tbd
Meridian Public Charter School	January 4, 2013	March 7, 2013	March 13, 2013; 9-11am	March 14, 2013	March 21, 2013	May 4, 2013	June 3, 2013	tbd
Euphemia L. Haynes Public Charter School	January 4, 2013	June 13, 2013	June 19, 2013; 9-11am	June 20, 2013	June 27, 2013	August 10, 2013	September 9, 2013	tbd
Latin American Montessori Bilingual	January 4, 2013	July 2, 2013	July 08, 2013; 9-11am	July 9, 2013	July 16, 2013	August 29, 2013	September 28, 2013	tbd
Hospitality Public Charter School	January 4, 2013	July 9, 2013	July 15, 2013; 9-11am	July 15, 2013	July 23, 2013	September 5, 2013	October 5, 2013	tbd

Questions



ESEA Flexibility Waiver

Overview

- Replaces NCLB requirements
- The waiver application was designed to ensure states created a rigorous and comprehensive education plan addressing three critical areas:
 - Close achievement gaps
 - Increase equity
 - Improve the quality of instruction
- States were required to consult diverse groups of stakeholders and integrate their feedback into the final plan

ESEA Flexibility Waiver

Principles

The ESEA Waiver's critical areas of focus are delineated into three principles. These principles include:

- **Principle 1:** Transitioning to College- and Career-Ready Standards and Assessments
- **Principle 2:** Developing Systems of Differentiated Recognition, Accountability, and Support
- **Principle 3:** Evaluating and Supporting Teacher and Principal Effectiveness

ESEA Flexibility Waiver, Principle 1

Overview of Principle 1

To request ESEA flexibility, a state must have already adopted college- and career-ready standards in English/Language Arts and Mathematics designed to raise the achievement of all students, including English learners and students with disabilities

ESEA Flexibility Waiver, Principle 1

College and Career Ready Standards

- DC adopted the CCSS in 2010
- Previously adopted ELD standards were aligned to the CCSS in 2012
- CCSS Aligned Early Learning Standards adopted in 2012
- NGSS adopted in 2013

ESEA Flexibility Waiver, Principle 1



Standards Support

OSSE supports College and Career ready standards in a number of important ways:

- Stakeholder inquiry/working groups and CoPs
- Professional Development
- OSSE and LearnDC website resources



ESEA Flexibility Waiver, Principle 2

Overview

What is DC's System of Differentiated Recognition, Accountability and Support (SRAS)?

The system is:

“A commitment to smarter decisions (about school support) based on innovative, research-based strategies to support dramatic improvements at low-performing schools and sustained improvement at all schools.”

ESEA Flexibility Waiver, Principle 2

Principle 2: Differentiated Recognition, Accountability and Support

- Reduce by half the number of students who are not proficient within six years
- Increase graduation rate to 85% within six years

ESEA Flexibility Waiver, Principle 2

How are schools identified for support within the SRAS?

- A **Reward** school is a school with the highest level of student performance and/or growth on the DC CAS.
- A **Rising** school is a school with strong level of performance that is showing promise for continued growth.
- A **Developing** school is a school with moderate performance that also needs support to continue growing.

ESEA Flexibility Waiver, Principle 2

How are schools identified for support within the SRAS?

- A **Focus** school is a school needing targeted support to address large achievement gaps between specific groups of students. Focus schools are required to develop a school intervention plan, set aside a portion of their Federal funding and receive special quality monitoring and professional development.

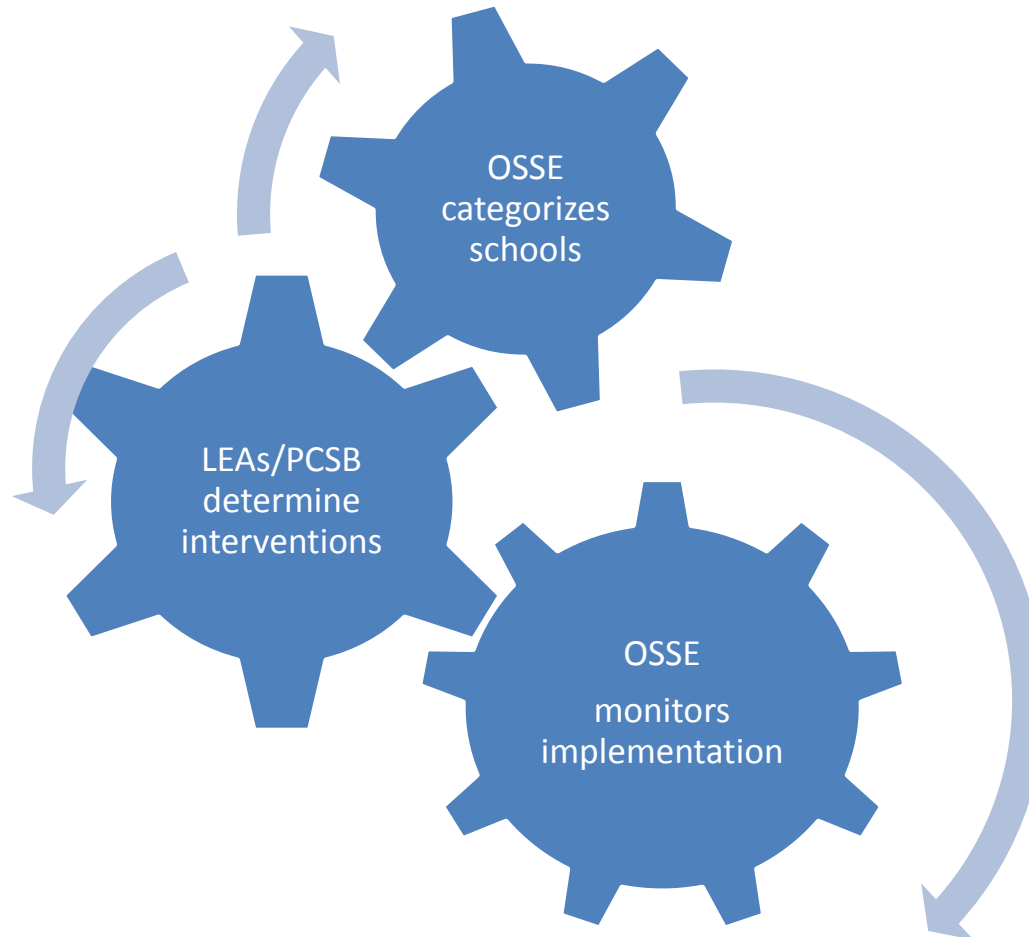
ESEA Flexibility Waiver, Principle 2

How are schools identified for support within the SRAS?

- A **Priority** school is a school needing intense support to address low performance of all students. Schools in this category are required to develop an intervention plan, set aside a portion of their Federal funding and receive special quality monitoring and professional development. Schools remain in this category until they show three consecutive years of increased performance.

Overview

Principle 2: Process for Interventions



ESEA Flexibility Waiver, Principle 3

Supporting Effective Instruction and Leadership

Two major commitments under Principle 3 of ESEA Waiver:

- Development and adoption of guidelines for LEA teacher and leader evaluation systems
- Assure implementation of LEA teacher and leader evaluation systems

ESEA Flexibility Waiver, Principle 3

Development and adoption of guidelines for LEA teacher and leader evaluation systems:

- OSSE has provided LEAs with quality guidance on how teacher evaluation systems should be structured
- Moving forward OSSE will work to build resources for LEAs:
 - State-level model evaluation system
 - Enhanced technical assistance and capacity building
 - Repository of resources for LEA use

ESEA Flexibility Waiver, Principle 3

- Assure implementation of LEA teacher and leader evaluation systems:
- During 2013-2014 non-RTTT LEAs with developing, priority and/or focus schools are piloting teacher evaluation systems
- During 2013-2014 RTTT LEAs fully implementing evaluation systems
- During 2014-2015 all Title I LEAs with developing, priority and/or focus schools in full implementation
- Monitoring will shift from ensuring that LEAs have evaluation systems to whether they are implementing them according to evaluation plans
- OSSE will provide technical assistance to ensure that LEAs have the supports necessary to effectively implement evaluation systems

ESEA Flexibility Waiver, Principle 3

Supporting Effective Instruction and Leadership

Development and adoption of guidelines for LEA teacher and leader evaluation systems:

- OSSE has provided LEAs with quality guidance on how teacher evaluation systems should be structured
- Moving forward OSSE will work to build resources for LEAs:
 - State-level model evaluation system
 - Enhanced technical assistance and capacity building
 - Repository of resources for LEA use

Questions



Purpose of Funding

- Fund school and system level operations
 - Instructional support
 - Administration
 - Student support
 - Facilities and operations
- Other ways DCPS and PCS are funded
 - Private donors
 - Non profit/community organizations
 - Foundations
 - Federal grants

Enrollment Audit and UPSFF

The Enrollment Audit is the basis for charter LEA payments LEAs receive 4 quarterly UPSFF payments.

Quarter One (July)	A projected enrollment count negotiated between the LEA and the Public Charter School Board
Quarter Two (October)	The unaudited October 7 th count
Quarter Three (January)	The unaudited October 7 th count
Quarter Four (April)	The audited October 7 th count

LEP Audit

Approved Assessments	Acronym	Grade Levels	Description	Acceptable Assessment dates	Considered Proficient (does not qualify)
Preschool-IDEA Oral Language Proficiency Test	Pre-IPT	PK3 – PK4	It assesses oral English language proficiency level of 3, 4, and 5 years olds.	May 31, 2012 through Oct. 7, 2013	FES: Fluent English Speaking
Kindergarten WIDA – ACCESS Placement Test	K-WAPT	K – fall, 1 st grade	The K-WAPT assigns scores for speaking and listening as low, mid, high, or exceptional proficiency.	May 31, 2013 through Oct. 7, 2013	Total Listening & Speaking score of 29 and above
WIDA – ACCESS Placement Test	W-APT	1 – 12	The W-APT yields an overall composite score based on the language domains.	May 31, 2013 through Oct. 7, 2013	Adjusted Overall CPL 5.0 and above
WIDA Measure of Developing English Language	MODEL	K - 12	The WIDA MODEL yields an overall composite score based on language domains. The MODEL can be administered multiple times and it is used to track students' progress towards English Proficiency.	May 31, 2013 through Oct. 7, 2013	Adjusted Overall CPL 5.0 and above
Adult English Language Learners*	TABE CLAS-E	Adults	The TABE CLAS-E assessment should only be administered to students in OSSE-designated adult programs.	May 31, 2013 through Oct. 7, 2013	Level 4 test and Advanced in 3 subtests

Grade/Classification	Weighting Factor*	Description of Classification
Pre-Kindergarten 3	1.34	Grade
Pre-Kindergarten 4	1.30	Grade
Kindergarten	1.30	Grade
Grades 1-3	1.00	Grade
Grades 4-5	1.00	Grade
Grades 6-8	1.03	Grade
Grades 9-12	1.16	Grade
Alternative School	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Special Education Schools	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Adult	0.75	Student-level classification based on program attributes
LEP/NEP	0.45	Limited English Proficient (LEP)/ Non-English Proficient (NEP) students
LEP/NEP Residential	0.68	Additional funding to support after-hours Limited and non-English proficiency needs of students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting

UPSFF



FY14 Per Pupil Funding Allocation

District of Columbia Public Schools FY 2014 Proposed Budget Per Pupil Funding Allocation Analysis

Uniform Per Student Funding Formula (D.C. Official Code § 38-2901 et. seq.)
and Local Funds Appropriation

Foundation Level Per Pupil \$9,306


	Weighting Factor	FY 2014 Budgeted Enrollment	Per Pupil Allocation (Rounded)	Total Budget (Rounded)
General Education				
Pre-Kindergarten 3	1.34	2,292	\$ 12,470	\$ 28,575,305
Pre-Kindergarten 4	1.30	3,783	\$ 12,098	\$ 45,788,182
Kindergarten	1.30	4,239	\$ 12,098	\$ 51,286,074
Grades 1-3	1.00	11,140	\$ 9,306	\$ 103,667,482
Grades 4-5	1.00	5,768	\$ 9,306	\$ 53,676,117
Grades 6-8	1.03	6,588	\$ 9,585	\$ 63,240,921
Grades 9-12	1.16	10,542	\$ 10,795	\$ 113,804,993
Alternative	1.17	153	\$ 10,888	\$ 1,669,889
Special Ed Schools	1.17	179	\$ 10,888	\$ 1,953,662
Adult	0.75	1,365	\$ 6,980	\$ 9,529,733
Subtotal for General Education		46,060		\$ 473,172,357
Special Education				
Level 1	0.58	2,711	\$ 5,397	\$ 14,631,267
Level 2	0.81	1,980	\$ 7,538	\$ 14,925,240
Level 3	1.58	599	\$ 14,703	\$ 8,807,097
Level 4	3.10	2,010	\$ 28,849	\$ 57,986,490
Special Ed Capacity Fund	0.40	7,300	\$ 3,722	\$ 27,170,600
Subtotal for Special Education		7,300		\$ 132,520,694
Special Education Compliance Fund				
Blackman Jones Compliance	0.07	6,921	\$ 661	\$ 4,505,571
Attorney's Fee Supplement	0.09	6,921	\$ 838	\$ 5,799,798
Subtotal for Special Education Compliance Fund				\$ 10,305,369
English as a Second Language				
LEP/NEP	0.45	4,605	\$ 4,188	\$ 19,285,740
Summer School	0.17	10,867	\$ 1,582	\$ 17,191,594
ESY Allowance				\$ 826,343
Total FY 2014 Proposed Local Budget				\$ \$644,302,106

Note: See Cost Per Student Data tables at the end of the Public Education section of this volume

Questions



4:00 PM to 4:30 PM	Overview
4:30 PM to 4:40 PM	Election of Advisory Committee Officers
4:40 PM to 5:05 PM	Review of Relevant Federal Regulations
5:05 PM to 5:35 PM	Uniform Per Student Funding Formula
5:35 PM to 5:45 PM	<i>Break</i>
5:45 PM to 6:05 PM	Significant Increase in Immigrant Student Enrollment
6:05 PM to 6:25 PM	Upcoming Meeting
6:25 PM to 6:30 PM	Housekeeping

 <div> <p>ESEA Title III: Language Instruction for Limited English Proficient and Immigrant Students</p> <p>Elementary and Secondary Division Office of the State Superintendent of Education (OSSE) Government of the District of Columbia</p> </div> <div> <p>Uniform Per Student Funding Formula Activity Worksheet</p> </div>	
<div> <div>Step 1</div> <div> <p>INDIVIDUAL REFLECTION <i>(5 minutes)</i></p> <p>Based on the USPPF (online) document and presentation, what 2-3 areas or ideas that you want to highlight?</p> <p>What areas of needs seem to arise?</p> </div> </div>	<div> <div>Step 2</div> <div> <p>SMALL GROUP DISCUSSION <i>(5 minutes)</i></p> <p>Through the lens of the stakeholders that you represent (Administrators, Teachers, or Advocates), what are the 2-3 areas that you think are pressing concerns?</p> <p>What are your group's recommendations to address the concerns that you have raised?</p> </div> </div>
<div> <div>Step 3</div> <div> <p>WHOLE GROUP DISCUSSION: Next Step Recommendations <i>(5 minutes, the advisory committee selects and the chairs of the whole group)</i></p> </div> </div>	

Break

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What is 3114(d) grant?

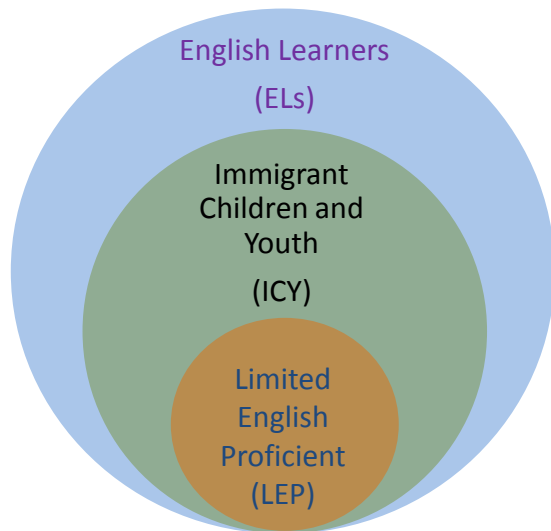
3114(d) grant is a Title III, Part A required funding reservation to support to eligible LEAs that have experienced a significant increase in number of immigrant children and youth enrollment.

To help ensure that Limited English Proficient (LEP) children, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet.

[Section 3102]

Who are immigrant children & youth?

Immigrant Children and Youth



- a) are aged 3 through 21
- b) were not born in any State; and
- c) have not been attending 1 or more schools in any 1 or more States for more than 3 full academic years

What is “significant increase”?

Significant Increase

If LEA’s EL enrollment is...	Then, the significant increase is...
1 to 249 students	45 or more students
250 to 999 students	70 or more students
1,000 and more students	9% of total enrollment or more students

What are allowable expenditures?

Authorized Activities

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

[section 3115(e)]

What are allowable expenditures?

Authorized Activities

- basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth;
- other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States; and
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

[section 3115(e)]

What are LEAs' responsibilities?

LEA Responsibilities

- Data Elements for Collection, Maintenance and Reporting
- Fiscal Responsibilities
- Supplement v. Supplant

Questions



4:00 PM to 4:30 PM

4:30 PM to 4:40 PM

4:40 PM to 5:05 PM

5:05 PM to 5:35 PM

5:35 PM to 5:45 PM

5:45 PM to 6:05 PM

6:05 PM to 6:25 PM

6:25 PM to 6:30 PM

Government of the District of Columbia | Office of the State Superintendent of Education

Topic of Interest

4:00 PM to 4:30 PM

Overview

4:30 PM to 4:40 PM

Election of Advisory
Committee Officers

4:40 PM to 5:05 PM

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Federal Regulations

5:05 PM to 5:35 PM

Uniform Per Student
Funding Formula

5:35 PM to 5:45 PM

Break

5:45 PM to 6:05 PM

Significant Increase in
Immigrant Student
Enrollment

6:05 PM to 6:25 PM

Upcoming Meeting

6:25 PM to 6:30 PM

Housekeeping



To boost...



To eradicate...



To create...

Housekeeping



4:00 PM to 4:30 PM

Overview

4:30 PM to 4:40 PM

Election of Advisory Committee Officers

4:40 PM to 5:05 PM

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6:05 PM to 6:25 PM

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Housekeeping



ESEA Title III: Language Instruction
for Limited English Proficient and Immigrant Students
Elementary and Secondary Division
Office of the State Superintendent of Education (OSSE)
Government of the District of Columbia

Advisory Committee

Amy Meier
Chief, Director
Bilingual Special Education Program
The George Washington University, OSSE

Alicia Quiroz-Miranda
Chief of Staff
Office of the Deputy Mayor for Public
Executive Office of the Mayor
Government of the District of Columbia

Christine Shelton
ES, Teacher
Yaleton Education Campus
DC Public Schools

Deanna Marshall
ES, Instructional Coach
Community Academy PCS

Ellie Garcia
Director
Language Acquisition Division
DC Public Schools

Fiona Lencucha
ES, Teacher
H.D. Cooke Elementary School

John Segura
Executive Director for Public Policy &
Professional Relations
TESOL International Association

Kathleen Hermal
ESL, Teacher
DC Public Charter School Board

Lisa Yabuta
Assistant Principal
Kearney Elementary School

Lisa Serfaty
Principal/Teacher
DC Prep Academy PCS

Maria del Rosario Ramirez
ESL, Teacher
The Mid-Atlantic Branch Center

Nancy Garcia
Associate Director of Language Acquisition
Center, CDE Public Charter Schools

Natalie Quiroga
Council
Educational Opportunities Project Assistant
Committee for Civil Rights Applications

Steering Committee

Allyson Hahn
S.D. Secretary, Specialist
OSSE, Government of the District of
Columbia

Brian Robinson
State Title III Specialist
OSSE, Government of the District of
Columbia

Michelle Wilkey-Hughes
Assessment Specialist
OSSE, Government of the District of
Columbia

Name: _____ Date: _____

General Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
The agenda for this session was clear.				
The agenda for this session was accomplished.				
The information covered in the group discussions, examples, and explanations were relevant to this Advisory Committee.				
The session provided a good forum for communication about ESEA Title III: Language Instruction for Limited English Proficient and Immigrant Students and other related topics.				
Participants at the meeting were from a broad stakeholder group.				
The information was presented in a clear, logical format.				
Participants were given opportunities to express opinions and ask questions.				
The time allotted for the meeting was sufficient.				
The meeting site was accessible and centrally located.				
The accommodation (i.e. refreshments, room, etc.) was satisfactory.				

1. What was helpful about the session?

2. How could the session or the information provided be improved?

Questions and Feedback



Thank you!

Bryan Sebobo

State Title III Specialist

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Government of the District of Columbia

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